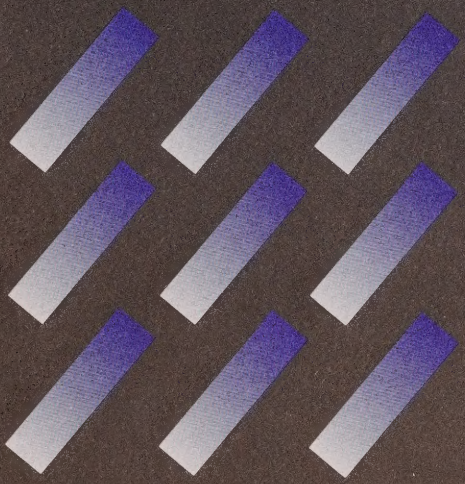
OHEC
372.6
059 ME/H
1991
Copy 2

RESOURCE GUIDE

HERITAGE LANGUAGES



KINDERGARTEN TO GRADE 8

1991

Ministry of Education
Ontario

Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/heritagelanguage00onta

Contents

Preface 2

Introduction and Rationale 3
- The Origins of the Program 3
- Multiculturalism and the Language Program . . . 4
- The Benefits of Studying Languages 4
- Aims and Objectives 4
- Credit Courses 5

Organizational Models for Program Delivery 6
- Types of Programs 6
- Integrated Extended-Day-School Programs 7
- After-School Programs 7
- Before-School and Lunchtime Programs 8
- Late-Afternoon or Evening Programs 8
- Weekend Programs 9
- Summer School Programs 9

Roles and Responsibilities 10
- Program Participants 10
- School Boards 10
- The Community 12
- Day-School Administrators and Staff 12
- On-Site Administrators 14
- Language Instructors 14
- Support Services Staff 15
- Students 15
- Parents 16

Instructors 17
- Recruitment and Selection 17
- Professional Development 18

The Learner and the Program 19
- The Composition of the Student Population . . . 19
- Learning Styles 20

Program Development and Implementation . . 21
- General Course Outlines 21
- Lesson Plans 22
- Active Learning 22

The Learning Environment 25
- Factors to Be Considered 25
- The Composition of Classes 25
- In-School Management 26
- The Classroom Climate and the Motivation of Students 27
- The Use of Space 27
- The Supervision of Students 28
- The Use of Volunteers and Paid Assistants 28

Learning Resources 29
- Types of Resources 29
- Evaluation of Resources 29
- Development of Resources 30

Acknowledgements 31

Il existe une version française adaptée de ce document, qui s'intitule Les langues d'origine, 1991.

PREFACE

This resource document has been prepared to help school boards[1] to deliver an effective Heritage Languages Program that is open to all elementary students. It should assist boards to work with heritage languages personnel and local communities to develop and introduce new language programs that meet the needs of their students. The content of the document reflects successful experiences and underlines the importance of the partnership that is required to develop a successful program. The program discussed in this document applies to all languages other than Canada's official languages and is open to all children in elementary schools in Ontario whose parents[2] wish them to learn a language in addition to English or French.

1. Throughout this document the term *school boards* should be understood to refer to both school boards and minority-language sections of school boards.

2. Throughout this document the word *parents* should be understood to refer to both parents and guardians.

Introduction and Rationale

The Origins of the Program

In 1969 the *Report of the Royal Commission on Bilingualism and Biculturalism* acknowledged the importance of encouraging the maintenance and development of cultural identity within Canada and recognized the value of providing instruction in languages other than English and French. The federal government's policy of multiculturalism, announced in 1971, followed from this, as did the formation of the Non-official Languages Study Commission under the auspices of the Multiculturalism Directorate of the Secretary of State. In 1976 this commission's report confirmed that there was widespread approval for government-supported instruction in non-official languages.

In June 1977 the Ontario government introduced the Heritage Languages Program, which enabled school boards to offer non-official languages as part of their continuing education programs. By 1989 the program included close to 95 000 students. The discussion paper *A Proposal for Action: Ontario's Heritage Languages Program* was developed in 1987 and, after extensive consultation, legislation governing the offering of heritage languages programs in elementary schools was enacted in July 1989.[3]

3. Ontario Regulation 154/89.

Multiculturalism and the Language Program

The Heritage Languages Program reflects Canada's, Ontario's, and the Ministry of Education's multiculturalism policy. The Canadian Multiculturalism Act, 1988, states that "multiculturalism is a fundamental characteristic of the Canadian heritage and identity and ... provides an invaluable resource in the shaping of Canada's future".[4] Ontario's policy on multiculturalism[5] acknowledges that "the ability of many different cultures and races to thrive together strengthens our society and provides a richness of heritage and understanding that can benefit us all". The policy also recognizes the right of each person to "choose to preserve or share aspects of his or her culture" within the Canadian context.

The Ministry of Education is committed to ensuring that the philosophy of multiculturalism permeates all aspects of school life[6] and that all children are able to see their own culture reflected in the curriculum. Since language is a primary vehicle for cultural awareness, understanding, and expression, an important aim of the Heritage Languages Program is to help students to deepen their knowledge of the cultural context of the languages of study.

The Benefits of Studying Languages

The opportunity to study a language in addition to English and French can benefit all students, as well as their families, the community, and society in general.

- Students whose first language is their ancestral language are provided with an opportunity to maintain and improve their existing communication skills in that language. As well, as a number of studies suggest,[7] the maintenance or development of a high level of proficiency in their first language by these students facilitates the acquisition of English or French as a second language. Moreover, when both the first language and any additional languages are well developed, the resulting bilingualism or multilingualism enhances some aspects of children's intellectual functioning.
- Students whose first language is English or French and who wish to study their ancestral language as a second language can benefit from the program by increasing their ability to communicate with members of their family and community. The program can also deepen their cultural awareness, foster pride in their heritage, and strengthen their self-esteem and self-image.
- Students with no prior knowledge of a particular language who wish to study it for enrichment purposes can benefit from the program by increasing their linguistic repertoire and greatly extending their awareness, understanding, and appreciation of communities and cultures beyond their immediate environment.
- In an increasingly interdependent world the skills of bilingual or multilingual individuals will be in demand and can greatly benefit society.

Aims and Objectives

The aims of the Heritage Languages Program flow from and support the ministry's goals of education, which in turn are shaped by the overall purpose of helping individual learners to achieve their potential in all areas of development.[8] The aims of the program are to:

- encourage students to maintain, recover, or acquire a degree of fluency in their chosen languages of study;
- use students' growing facility in their languages of study to build their overall language proficiency, including proficiency in English and French;
- provide language-learning experiences that will encourage students to continue their study of languages for credit or enrichment at the secondary and postsecondary levels;
- provide opportunities for all students to develop new language competencies and cultural understandings that will allow them to function effectively both in Canada's multicultural society and in the international community;
- enhance students' communication and rapport with their families and other members of their community and strengthen their awareness of their own ethnocultural heritage;

4. Canada, House of Commons, *Canadian Multiculturalism Act, 1988* (Ottawa: Supply and Services Canada, 1988), section 3(1) b.

5. Ontario, Ministry of Citizenship, *Ontario Policy on Multiculturalism* (Toronto: Ministry of Citizenship, Ontario, n.d.).

6. Ontario, Ministry of Education, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements*, rev. ed. (Toronto: Ministry of Education, Ontario, 1989), p. 9.

7. J. Cummins and Merrill Swain, *Bilingualism in Education: Aspects of Theory, Research, and Practice* (London and New York: Longman, 1986); and J. Cummins, *Bilingualism and Special Education: Issues in Assessment and Pedagogy* (Clevedon, Avon: Multilingual Matters, 1984).

8. *Ontario Schools, Intermediate and Senior Divisions, 1989*, pp. 3-4.

- enable students to develop a positive self-image and a feeling of self-worth by maintaining and enhancing their sense of cultural integrity and identity;
- provide opportunities within the context of school life for students to use, extend, and share the skills and concepts they may already possess;
- provide opportunities within the context of school life for students to express and share their personal and culture-related experiences, thoughts, and feelings;
- enable students to accept, understand, and appreciate cultures other than their own and to share in the cultural diversity within Canadian life;
- enable the school to respond effectively to and support the needs and aspirations of the local community;
- enhance community interest and involvement in the life of the school;
- promote communication and partnership between the school and the community by positively recognizing in the curriculum and in the daily life of the school the contributions and intrinsic value of the diverse cultures that make up Canadian society.

In addition to these aims, a number of specific objectives may be identified for the language program. The program should be designed to enable students to:

- listen to and understand ideas and concepts expressed in the language of study;
- express orally in the language of study their experiences, thoughts, and feelings with clarity and confidence;
- read in the language of study with growing proficiency;
- express themselves in writing in the language of study with growing clarity and sensitivity;
- improve their facility in the target language through study, practice, and communication;
- become familiar with the experiences and cultural contributions of the people whose language they are studying, both in Canada and in the country or countries of origin, through a study of the language community's traditions, customs, social structures, history, geography, and arts;
- appreciate the value of the language of study and of the cultures related to it;
- perceive meaningful links among their classroom experiences, their home lives, and their participation in the local, national, and global communities;
- develop attitudes that will lead to their continuing involvement in language learning and the life of the community whose language they are learning;
- enjoy and participate in school and community activities related to the language of study;
- appreciate the value of having the right to learn and use the language(s) of their choice;
- appreciate and take pride in the Canadian tradition of recognizing, valuing, and incorporating social, cultural, and linguistic diversity.

Credit Courses

There is an increasing need for secondary school credit courses in languages to accommodate both students beginning to study a language for the first time and those who already possess some facility in a language and wish to continue to study it for credit. School boards should be aware of this need to continue the elementary-level language programs at the secondary level. In creating curriculum at the secondary level, curriculum developers will be guided by the ministry guideline *International Languages, Intermediate and Senior Divisions, Part A: Policy and Program Considerations; Part B: Program Development* (Toronto: Ministry of Education, Ontario, 1990).

Organizational Models for Program Delivery

Types of Programs

Programs may be provided in a variety of ways. According to Policy/Program Memorandum No. 7, "Heritage Languages Program", June 29, 1990, classes may be offered after school, on non-school days, or, where enrolment justifies, by extending the required five-hour school day to accommodate the study of a heritage language. This policy has resulted in the following different organizational models for language classes:

- integrated extended-day-school programs
- before-school and lunchtime programs
- after-school programs (immediately following the regular school day)
- late-afternoon or evening programs
- weekend programs
- summer school programs

The duplication of services, in the after-school, late-afternoon or evening, and weekend programs may be avoided through interschool and interboard co-operation in providing classes.

It is essential that the school board work with the community to determine the types of organizational models that best meet the needs of both their students and the community and to ensure that the school and classroom facilities provided are appropriate for the students enrolled in the program.

Integrated Extended-Day-School Programs

Language classes may be offered during the school day. When this occurs, the school day for all children within the school is extended by a half-hour so that the requirement for a five-hour school day can still be met.

This model is most effective where the local school community is involved in the decision to adopt the program, where there are enough candidates for the program to permit the age-appropriate placement of students, and where all children within the school are encouraged to participate in the language program.

Considerations

An integrated extended-day-school program:

- gives language learning a status equivalent to other curriculum areas;
- allows language classes to be taught at any time within the extended school day;
- encourages students' acceptance of, interest in, and commitment to language learning;
- encourages interaction between the day-school staff and the language instructors and strengthens the day school's commitment to and ownership of the program;
- facilitates the consolidation of language learning by increasing opportunities for students to use and practise their language on a regular basis;
- allows for a frequency of classes that is most pedagogically effective;
- encourages all students to participate in both language learning and cross-cultural sharing within the school;
- recognizes children's linguistic and cultural backgrounds and enhances the image of the community's heritage languages within the school;
- allows students to become involved in co-curricular activities;
- enhances the relationship between the school and the local community;
- permits the same instructor to handle several classes throughout the day, thus providing better sequencing and consolidation of the program;
- allows instructors to become familiar with the school program as a whole, so that they can deal satisfactorily with individual differences.

Possible Concerns

This model involves the extension of the instructional school day for all students and staff, whether or not they are involved in the language program. As well, the implementation of the model requires extensive consultation with both school staff and the community.

After-School Programs

Language instruction may be offered as an after-school extension of the regular school day. Students in such a program are usually enrolled at the school where classes are located or at a nearby school or other facility within easy walking distance. Depending on the space available, classes may be held in a classroom in use during the regular school day or in a room set aside specifically for the language program.

Most schools schedule a break of fifteen to thirty minutes between the end of regular classes and the beginning of the language class. This break allows regular day-school teachers time to provide extra help to students; it also makes it possible for students to take advantage of classes offered at a nearby school that are not available at their own school.

Because language programs are offered by a school board, the board policies and procedures pertaining to classes in the regular school program should apply to after-school classes, which are usually under the jurisdiction and responsibility of the day-school principal.

Considerations

An after-school program:

- directly addresses the needs of students in a particular school but may include students from other schools as well;
- provides continuity because it enables the heritage language instructor and the classroom teacher to discuss students' learning needs;
- strengthens the links between the school and the local community and enhances the school's image as a focal point in the community;
- frees students to engage in other activities in the evening and on weekends;
- allows for a frequency of classes that is most pedagogically effective;
- allows the day-school principal and staff to develop a feeling of ownership of and commitment to the program;

— facilitates communication and interaction between the day-school staff and the language program staff;
— encourages all students to participate in both language learning and cross-cultural sharing within the school;
— strengthens students' sense of belonging to and proprietary interest in the school;
— recognizes students' linguistic and cultural backgrounds and enhances the image of the heritage languages within the school;
— allows for the effective use of the resources and equipment available to the school.

Possible Concerns

Where the catchment area for the program is small, enrolment may be limited and may result in a wide range of ages and abilities within the class. This type of program may also have a negative impact on students' participation in after-school co-curricular activities.

Before-School and Lunchtime Programs

This model is offered either before the start of the regular school day (usually from 8:30 to 9:00 a.m.) or during the lunch period. It is particularly advantageous where local needs make it difficult to offer other models.

Considerations

A before-school or lunchtime program:
— shares many of the advantages of the after-school and integrated extended-day-school programs;
— may be offered to Junior and Senior Kindergarten students enrolled in half-day morning programs as a half-hour class before they return home for lunch;
— may be offered to rural students who must adhere to bus schedules and can attend language classes only during the lunch period;
— is advantageous either when the best available instructor is free only before school or during lunch or to accommodate a regular day-school staff member who also teaches the language program;
— may allow students to participate in both the language program and co-curricular activities;
— ensures the full availability of administrative and support services staff for the language classes.

Possible Concerns

The number of staff available at the required times may be limited. As well, students who do not have a significant break at lunchtime may not function at their optimum learning potential in the afternoon.

Late-Afternoon or Evening Programs

In this model the regular school program and language classes are usually separated by a break that allows students sufficient time to go home and return to the school or to another facility where the classes are held, or to travel from schools some distance away to attend the program. Late-afternoon and evening classes are usually longer than thirty minutes in duration and may be held once, twice, or three times a week.

Considerations

A late-afternoon or evening program:
— may attract students from beyond the immediate geographical area of the school and thus allow for more age-appropriate placement than is possible with small enrolments;
— provides the opportunity for a break that may benefit children;
— may facilitate the recruitment of appropriate instructors;
— allows language classes access to a wider range of facilities, resources, and equipment than do other organizational models;
— creates opportunities for concurrent programming for adults;
— allows for direct parent and community involvement in the program and its operation.

Possible Concerns

Class times may make the structured day unduly long for young students and may reduce interest in and feelings of ownership towards the program by the day-school principal and staff. Depending on the frequency of classes, students' opportunities for regular language use and practice may be reduced. In some cases school boards may need to provide alternative supervisory staff for these classes.

Weekend Programs

In this model classes are usually offered once a week, on a Saturday or Sunday, and may attract students from outside the immediate vicinity of a school community. In choosing the location for weekend classes, boards need to consider whether a facility is appropriate to the age of the students enrolled in the program.

Considerations

A weekend program:

- facilitates access to the program by students from a wide geographical area;
- facilitates the recruitment of staff;
- allows students to attend when they are rested rather than tired from the school day;
- may attract volunteer support from the community that is not available during the week;
- offers an opportunity for members of a given linguistic community to share in a common activity;
- allows age-appropriate placement to meet student needs and may permit the program to be structured on a graded school model;
- provides opportunities for extensions of the language program into other community activities and may allow school boards to offer adult programs related to language that could encourage whole-family involvement in language learning;
- encourages the wide use of school facilities by the whole community;
- may be the only means by which very small linguistic communities can gain access to the language program.

Possible Concerns

The week-long interval between classes may make the program pedagogically less effective than other models. Continuity between the day-school program and the language program may be difficult to establish and maintain, and school boards may need to provide alternative on-site administrative and support services staff.

Summer School Programs

Language classes may be offered as an optional program for a maximum of two and one-half hours per day during the summer. In this model the school board is responsible for determining the times, location, and duration of the program in co-operation with the community. The student body in summer school programs will consist of both new students and students from the winter programs.

Considerations

A summer school program:

- offers daily instruction and an intense focus and facilitates optimal language learning;
- provides opportunities for developing a theme in depth;
- provides access to school resources and equipment that may not be possible in other organizational models;
- provides an educational option during the summer;
- enables students who cannot participate in the language program during the school year to pursue language learning;
- allows the community and the school board to co-operate to provide a full-day educational program.

Possible Concerns

Students who participate in the language program only in the summer may have difficulty maintaining continuity of language learning from one summer to the next. As well, possible overlap with other courses offered in the summer program may pose difficulties. Where the language program is the only class in the school during the summer, it will be necessary to make special arrangements for the supervision of students, access to the building, and reporting and first-aid procedures in the case of emergency or accident.

Roles and Responsibilities

Program Participants

A wide range of organizations and individuals are involved in a variety of ways in the delivery of the Heritage Languages Program. They include the school board and its designated language program administrator, members of the community, the administrators and staff of the regular day school, possibly an on-site administrator of the program, language instructors, support services staff, students in the program, and parents. The contributions of all participants are important to the success of the program.

School Boards

School boards operate language programs according to the Education Act and its supporting regulations and memoranda. Thus they are responsible and accountable for establishing, introducing, designing, administering, and supervising all aspects of these programs, as they are for any other program that they offer. Since language programs are considered to be continuing education programs, school boards sometimes assign their continuing education administrators to administer the programs. In other cases they appoint staff specifically to operate the programs independently of the continuing education administrator.

School boards or minority-language sections of boards are responsible for providing a maximum of two and one-half hours of instruction per week per language or two and one-half hours per day when language instruction is offered as a summer school program. Community groups, with the co-operation of a school board, may arrange for additional instruction beyond the two and one-half hours per week. In doing so they must assume full financial

responsibility for all aspects of such additional program time. *School boards are reminded that such additional time is not, and for grant purposes must not be, reported as heritage languages programs as defined by Ontario Regulation 154/89.*

The effectiveness of the language program depends on co-operation between the school board and the community. Successful programs are usually the result of a partnership between the two. School boards take overall responsibility for the program and contribute their resources and educational expertise. The community is an important source of linguistic and cultural expertise.

Ideally, the school board should provide a structure and establish procedures to facilitate co-operation between the board and the community so that each can participate in a meaningful way in the design and operation of the program. The specific responsibilities of the school board could include:

- appointing a staff person to be responsible for the language program or, where appropriate, an on-site administrator for the program;
- surveying community needs and identifying linguistic communities that might wish programs;
- advertising and promoting awareness of existing or potential programs;
- responding to parental requests for language programs;
- developing a climate that fosters positive attitudes towards language learning and the development of cultural awareness;
- developing a general course outline;
- selecting times and locations for classes;
- ensuring that the school and classroom facilities are appropriate to the age and size of the students in the program;
- registering students;
- selecting and hiring instructors;
- developing the program;
- providing in-service programs for language instructors;
- supervising and evaluating instructors and other personnel;
- establishing a policy for recruiting, selecting, assigning, and supervising volunteers;
- encouraging instructors to set up language-learning centres within the classroom and providing space for them to do so;
- providing resources and supplies;
- establishing a policy with respect to the use of space and equipment and a policy for the secure storage of program materials and equipment;
- establishing procedures to ensure the supervision and safety of all students;
- establishing a code of behaviour for language classes that is consistent with the code observed in the regular school system;
- establishing a procedure whereby parents can voice their opinions about the program;
- keeping records;
- funding the program.

Some of these responsibilities are solely the domain of the school board. Others, such as deciding on the times and locations of classes, developing appropriate course outlines, developing selection criteria for instructors, and selecting instructors, may be carried out in co-operation with the community.

If the Heritage Languages Program is to be valued as an educational program, school boards must be perceived as bodies that recognize the importance of language study and are committed to the program. For this reason they need to take active steps to promote the program. Active promotion can help to increase student enrolment, attract the best possible instructors, and, in general, contribute to the success of the program. Promotion should be done in conjunction with the local community, which shares this responsibility.

There is a need to make the community aware that the program is available and open to all elementary school students, including both those wishing to study the language for enrichment and those seeking to maintain or recover their ancestral language. The program can be advertised (in English, French, and various community languages) in newspapers. Advertisements can emphasize the advantages of language learning to: facilitate communication in a rapidly shrinking world; enhance the ability to learn additional languages, expand the learner's vocabulary, and increase his or her creativity; provide access to the richness of another culture and literature; help students to maintain or recover an ancestral language; and facilitate communication at home.

The Community

The community's role is to work with the school board to plan and promote the language program. Community members may participate in the program through parents' groups at the local level and through central organizations that represent the broader community of a particular linguistic or ethnocultural group. The membership of parents' groups will include the parents of all students who are learning the language, whether they are members of the linguistic community or are primarily interested in having their children learn the language for enrichment.

Parents' groups at the local level can be involved in:

- assessing the specific needs and expectations of the local community (e.g., regarding location of classes, type of program, number of classes, times of classes);
- recruiting parents to act as volunteers and resource persons;
- encouraging the following of established procedures for expressing concerns about any aspect of the program.

Central community organizations can be involved in:

- providing input (at the request of the school board) into the selection of instructors (e.g., by determining language proficiency);
- developing appropriate courses of study, selecting and acquiring resources, and developing locally produced learning materials;
- planning and implementing in-service training programs for instructors;
- making local community resources available for use in the program where possible and appropriate;
- resolving local and system-wide concerns or problems.

These lists are not meant to be exhaustive. Other opportunities for community participation will arise naturally as language programs evolve. Nor are the suggestions that have been made for parent groups and community organizations meant to be exclusive to each group. In many cases, however, the organized community groups may have access to a broad base of experience and expertise that will be particularly useful in the planning of the program.

Where an additional community program is linked to the school board program, the co-operation of both partners will be necessary to ensure consistency and quality across both programs.

Day-School Administrators and Staff

In many cases the language classes will be held in a school building. The sharing of such a facility requires the co-operation of all participants. Whether the language program is integrated and extends the regular school day or operates outside normal school hours, a positive relationship between the day-school staff and the language staff is crucial.

The principal of the day school is the principal of all continuing education programs in the school unless the school board assigns someone else the specific responsibility for such programs.[9] The day-school principal usually supervises language programs that are held as part of an extended school day or at a time after school when the principal is normally responsible for programs and activities that are taking place in the school. The responsibilities of the day-school principal could include:

- sharing in the selection of instructors and in the evaluation of both the program and the instructors;
- maintaining contact with the language program administrator;
- encouraging students to participate in the language program;
- facilitating communication and interaction between the language instructors and the day-school staff;
- facilitating co-operation between language program staff and other users of the school facilities;
- facilitating the use of resources within the school by the language instructors;
- providing storage space for language program materials;
- providing a mailbox for the language program;
- allocating adequate display space within the school and the classrooms for use by the language classes;
- providing early-dismissal and fire-drill procedures;
- providing opportunities within the day-school curriculum for emphasizing the value of language learning;
- assigning classroom space that is appropriate to the age of the students;
- promoting the celebration of days that are important to the school community;
- scheduling school events to minimize the cancellation of language classes and to allow participation by those enrolled in the language program;

9. Ontario, Ministry of Education, Regulation 262, "Elementary and Secondary Schools and Schools for Trainable Retarded Pupils — General" (Toronto: Ministry of Education, Ontario, 1983), section 9(6).

— encouraging instructors to participate in professional development activities and inviting them to attend orientation sessions for new staff in September;
— promoting positive attitudes towards the language program among all staff and students in the school.

While the responsibility for marshalling in-school support for the program is shared between the school and the board, it is the principal and staff of the day school who are in the best position to effect changes. The principal can:
— provide information to the language program supervisor and instructors about new students in the school who might want to know about the program;
— ensure that all staff know what languages are available in the program and which students in the school are participating in the program;
— provide notices for parents, in the languages of study and in English or French, about the availability of the program. Such information should be automatically included in an information package that is given to parents who are registering children at the school for the first time;
— provide information to teaching staff that will help them support the language program;
— arrange to meet with parents from the different linguistic or cultural groups represented in the school to give them an opportunity to express their ideas and concerns;
— arrange for words of welcome and directions to be posted at the school entrances in the languages of the students in the school;
— encourage staff to select materials for the resource centre that reflect the linguistic and ethnocultural composition of the school;
— arrange for visual displays to include materials or projects from the language program.

All day-school staff share in the responsibility for supporting programs in their schools that have been initiated by the board. Language classes benefit when day-school teachers and language instructors have a positive working relationship. Day-school teachers' responsibilities towards the language program might include:
— developing an understanding of the intent and purpose of the language program;
— acknowledging students' linguistic and cultural backgrounds and aspirations in positive ways;
— encouraging all students to participate in language programs.

When a day-school classroom is being used for the language program, it is important for the day-school teacher and the language instructor to communicate with each other on a regular basis whenever possible. In such a case the day-school teacher's responsibilities might also include:
— facilitating the use of the classroom by the language instructor;
— ensuring that the teaching area is ready for the language class;
— establishing and facilitating ongoing interaction and communication with the language instructor;
— ensuring that work displayed by the language class is valued and treated with respect by students in the regular day-school class.

It is very important to the success of the program for the language-learning activities to be recognized and reflected in the life of the day school. Ensuring the "visibility" of the program will help to establish a learning environment that supports and nurtures students from all the ethnocultural and linguistic groups represented in the school.

In seeking to establish a supportive learning environment the school's teachers can:
— refer to and use their students' linguistic and cultural knowledge in developing lessons;
— encourage parents to work with children at home in the language of study;
— encourage parents to contribute, to the resource centre, materials that reflect their own languages and culture;
— invite instructors from the language program to act as guest resource persons for lessons in other classes that involve cultural or geographical topics;
— encourage students to bring knowledge acquired in the language program into the day-school class;
— institute a buddy system as a way of helping new students to become familiar with the class and the school.

All school staff can encourage language students and their parents to participate in and contribute to school projects and activities (e.g., the school newsletter, concerts, open houses, curriculum nights, celebrations).

On-Site Administrators

When language programs are offered in the evening, on weekends, or during the summer, on-site administrators may be appointed to supervise the classes in place of day-school principals. An on-site administrator may be assigned responsibility for classes in more than one location. In many cases the on-site administrator is a staff member of the regular day school. Some school boards have found that the on-site administrator's role provides an ideal training opportunity for staff who wish to understand the complexity of working within a multicultural context.

The on-site administrator's responsibilities may include:

- supervising the school and the building during language classes (e.g., monitoring the comportment of students, handling emergencies);
- maintaining a close working relationship with both the day-school staff and the community groups involved in the program;
- facilitating co-operation between language program staff and other users of the school facilities;
- participating in the selection of instructors and in the evaluation of both the program and the instructors;
- assigning classroom space that is suitable for both the age of the students and the child-centred learning opportunities recommended for the program;
- encouraging instructors to participate in program and school professional development activities;
- facilitating the language instructors' use of audio-visual equipment, the photocopier, and other resources within the school;
- working with the day-school administration to ensure that instructors have storage space for language program materials, access to a mailbox assigned specifically to the language program, and adequate display space within both the school and the classroom.

Language Instructors

Language instructors are responsible for directly facilitating the language learning of individual students. They have responsibilities related to the program, the students, the parents, the community, and the classroom.

Program Responsibilities

Instructors' responsibilities include:

- becoming familiar with the intent and purpose of the language program and the concept of multiculturalism in the Canadian context;
- becoming knowledgeable about school board policies and procedures relevant to the language program;
- identifying students' needs and developing long-term and short-term plans to meet both these needs and program objectives;
- preparing and gathering a variety of appropriate teaching resources to encourage language learning;
- establishing and maintaining a positive environment that emphasizes child-centred and activity-based learning that is consistent with the expectations outlined by the Ministry of Education;
- developing and using learning centres (for listening, reading, problem solving, etc.) as an integral part of the program;
- working with students to develop classroom routines and expectations for behaviour that are in harmony with the school's code of behaviour;
- ensuring that volunteers understand the instructor's philosophy and expectations;
- participating as team members in the life of the school;
- participating as team members in the process of program development;
- participating in orientation sessions, other professional development activities, and administrative meetings as established by the school board;
- ensuring that required records and registration forms are maintained and are available on request.

Responsibilities to Students

Instructors' responsibilities include:

- encouraging students in their pursuit of learning;
- providing for the constant supervision of students (before class, during class, and after class while they are waiting to be picked up) to ensure their safety and well-being;
- promoting positive attitudes towards and encouraging enthusiasm for language learning;
- demonstrating and promoting respect for human dignity and the rights of all;
- providing each student with feedback that builds on his or her strengths;

— providing students with a language program that is appropriate to their abilities and the level of their individual language experience and consistent with the curriculum guidelines of the school board;
— attempting to meet the needs of all students, regardless of their level of ability;
— using a variety of instructional strategies, including small-group, individual, whole-class, and co-operative learning experiences (see the subsection entitled "Active Learning" on page 22);
— using the target language as the language of instruction and communication whenever possible.

Responsibilities to Parents and the Community

Instructors' responsibilities include:
— encouraging and providing opportunities for parents and community members to share their experience with the language class and to participate in the life of the school;
— utilizing the communications media of the school and/or the board (e.g., the school newsletter) to reach out to the community;
— promoting school and community interaction by participating in such activities as curriculum nights, assemblies, concerts, parents' nights, and awards ceremonies;
— communicating informally with parents;
— monitoring students' attendance and reporting to parents;
— reporting formally to parents on student progress as required by the board;
— developing an awareness and understanding of the expectations of parents and community organizations with regard to the language program;
— becoming familiar with community events and encouraging parents and students to participate in such events.

Classroom Responsibilities

Instructors' responsibilities include:
— being present in the classroom and ensuring that the teaching area is ready to receive the students;
— ensuring that, following the completion of the language class, the teaching area is left in readiness for the next class;
— establishing direct communication with the day-school teacher and other instructors who share the same teaching areas and resources;
— arranging with the day-school staff for the provision of in-class space on a regular basis to display student work.

Support Services Staff

Custodial Staff

The responsibilities of custodial staff might include:
— providing support to the on-site supervisor and the instructors of the language program equivalent to that provided to the day-school staff;
— demonstrating a positive attitude towards the language program and those participating in it.

School Secretaries

School secretaries are responsible to the school principal. In this capacity their responsibilities with regard to the language program might include:
— being knowledgeable about the language classes offered in the school and responding appropriately to language instructors' requests;
— receiving telephone calls, taking messages, and carrying out other tasks for language program staff;
— responding appropriately to requests for information about the language program;
— receiving mail for language instructors and distributing it to them;
— undertaking other duties as required by the board.

Students

Students' responsibilities as members of a language class include:
— attending classes regularly and being punctual;
— participating actively in the class program;
— working co-operatively with other students;
— accepting and following the school behaviour code;
— demonstrating respect for the equipment, materials, and resources that are part of the learning environment;
— completing homework and school assignments as required;
— being willing to work with and assist other students;
— sharing their classroom language experiences with their parents and others.

Parents

Parents may help students to consolidate and expand their acquired knowledge in a variety of ways. Through consultation with the language instructor or supervisor, parents can ensure that they provide assistance that is appropriate to students' ages.

Parents need to understand that their involvement in the learning process is important and that they have a responsibility to set aside time to work with their children. Since some parents may doubt their ability to contribute to their children's learning, it is important for instructors to assure parents that students benefit from parental involvement and to help them understand the nature and importance of the contribution they can make. All parents need to know that, by simply providing opportunities for their children to use the target language, they are involving the children in valuable experiential learning. Parents who speak the target language can work with children at home to facilitate language learning in many ways; for example, through telling stories, listening to their children read to them, providing records and listening to them with their children, discussing issues, using the language in different situations, and discussing with their children what happened in class or at school. Through activities of this type they give their children opportunities to share what they have learned.

Instructors can support parents' efforts to help their children by providing information about what has been done in school. This information might take the form of a sheet describing some of the classroom activities, with space for a comment by the parents. Parents might be asked to sign the sheets and send them back to class with the child. Such a procedure would ensure a regular flow of information to parents and provide a basis for teacher-parent communication about student progress.

As those who provide a home environment that supports and complements the aims and objectives of the language program, parents are responsible for:

- ensuring their children's regular and punctual attendance;
- communicating with the instructor when their children are absent or ill or in other special circumstances;
- encouraging their children to share classroom language experiences with them and other family and community members and providing their children with opportunities to practise their language skills;
- promoting a positive attitude towards language learning and reinforcing the concept of language learning in the home;
- facilitating the completion of home assignments related to the program;
- taking advantage of appropriate opportunities to communicate with the school board and with language program staff about their aspirations and expectations with regard to the philosophy, aims and objectives, content, and operation of the language program;
- taking advantage of opportunities to consult regularly with the language instructor about their children's progress;
- following established procedures for expressing their concerns about the program;
- showing willingness to act as resource people for the language program when and where possible;
- encouraging their children to adopt appropriate classroom attitudes and behaviour.

RECRUITMENT AND SELECTION

The school board and the community may wish to work together to recruit language instructors who have appropriate pedagogical skills, linguistic ability, and cultural understanding. Appropriate instructors may be attracted in a variety of ways. For example:

- Community organizations may recommend possible candidates.
- School boards may advertise in the media in English, French, and any other relevant community languages.

It is important that both the school board and the community have confidence in the procedures and the individuals involved in selecting staff. They should agree on appropriate academic qualifications before advertising positions, since it is crucial that the individuals selected have the confidence of the school board, parents, and the community.

The community and the candidates must understand that the final responsibility for employment decisions rests with the school board, since instructors are employees of this body and are responsible to it. Candidates referred by community organizations and people who volunteer to assist in initiating the program or in providing instruction must understand that they are subject to the same screening and selection procedures as all other candidates. Whenever possible, more than one candidate should be interviewed for a position.

The formation of a joint board-community advisory committee has sometimes proved to be an effective means for the selection of staff. The membership of such a committee might include:

— the administrator of the language program of the school board;
— the day-school principal (where the day-school administration is clearly involved in the program) or the on-site administrator;

— a representative of the ethnocultural community of the language of study, preferably someone with a background in elementary education.

The committee should establish and agree on, in advance, the selection procedures to be used and the criteria by which candidates will be judged.

Selection Procedures

The selection procedures might include:
— an initial screening process to assess candidates' reading, writing, and oral language skills in English or French and the language of instruction;
— an interview in which individual committee members ask questions that relate to their areas of interest and expertise. For example, board and school representatives should be responsible for assessing candidates' knowledge of the issues and methodology of elementary education. Community and parents' representatives might evaluate candidates' language competencies and cultural understanding.

Selection Criteria

The selection criteria might focus on the following types of qualifications:
— reading ability and oral and written fluency in the language of study, as well as ability to communicate in English or French
— cultural understanding of and empathy with the relevant ethnocultural community
— knowledge of how children learn
— familiarity with second-language teaching methodology
— commitment to the instruction of young children
— willingness to participate in professional development activities
— understanding of and commitment to an educational philosophy based on the principle of racial and ethnocultural equity and sex equity

Candidates who have the required fluency, overall competence in the language of study, and cultural understanding may also possess further qualifications, including academic qualifications. The relevant formal academic qualifications, in order of preference, are:

1. Ontario Teacher's Certificate plus teacher training in the language of study;
2. Ontario Teacher's Certificate plus training in teaching heritage languages;
3. teacher training outside Ontario in the language of study plus a knowledge of the system of elementary education in Ontario.

Other relevant qualifications might include: teacher training in another country where the target language is the language of instruction in that country; evidence of experience in teaching language to children; and candidates' completion of training courses presented by faculties of education or school boards and specifically designed for heritage language instructors.

Professional Development

School boards should ensure that their instructors are familiar with and know how to implement board as well as ministry and school policies in such areas as racial and ethnocultural equity, sex equity, child abuse, and safety. In order to determine what sort of in-service training is required, a procedure for assessing instructors' knowledge of the relevant policies and procedures should be developed. As well, an introductory session should be scheduled to distribute material about the relevant policies and procedures and to help familiarize instructors with the information.

Instructors' needs with regard to such areas as methodology, classroom management, and the identification of students' learning styles should also be assessed. In-service programs should provide continuous support to help instructors to acquire the needed skills and to apply those skills in classroom situations.

In an integrated extended-day-school program, boards may invite instructors to participate in those regular professional development activities of day-school teachers that are relevant to the language program. Boards may also encourage instructors to visit other language classes and regular day-school classes in order to ensure that instructors' philosophy and practice are consistent with those of teachers in the regular program. Additionally, boards may contact ministry regional offices for assistance in developing in-service training programs for language instructors. Schools and individual boards that are working together or with faculties of education may develop and offer joint in-service programs.

The Learner and the Program

The Composition of the Student Population

Students enrolled in language programs will differ widely in age and in their degree of competence in the language of study. Those developing curriculum for language courses should consider such factors as the ages and levels of competence of the students for whom the curriculum is developed, and the implications of these factors for language learning and program development.

Some students will have no previous knowledge of the target language. Of these, some will have no ancestral link to the language but wish to study it for purposes of enrichment. Others are second- or third-generation Canadians whose ethnocultural background is related to the language of study but who have not maintained the language and who wish to recover it.

At the other end of the continuum, some students will possess considerable competence in the language of study. These students either have arrived in Canada recently or are the children of parents who have encouraged the use of the language at home.

Distinct from these two groups are a large number of students who speak or hear the language of study at home to some degree. The competence of these students in the language — and their learning needs — will vary in relation to the frequency and nature of their use of the language at home.

Some children's language experience prior to school may have included exposure both to English or French and to a home language other than English or French. Thus, when children come to school, their linguistic knowledge involves differing degrees of competence in both languages. However, it is usual for them to understand more in the target language than they can express. Instructors need to be aware that this understanding provides a foundation for building on students' competence in the target language.

All languages are constantly evolving as they respond to and reflect new realities such as technological change, and as they come into contact with other languages through cross-cultural experiences. Consequently, some students may use a linguistic variety that combines elements of both the target language and the predominant language in society. Heritage language instruction for these students should differ significantly from the teaching of either English language arts or English or French as a second language.

Other students will come from homes where a dialect of the target language is spoken. Because students' identity and self-esteem are tied to their language use and reactions to it, instructors should accept the dialect while also presenting and modelling the standard version of the language. Instructors should attempt to add the standard form to students' linguistic repertoire while encouraging the continued use of other forms in contexts in which they are appropriate.

Instructors need to be aware of and to accept the range of possible differences among students and to be prepared to develop teaching strategies to stimulate, challenge, and enhance the language learning of each student in the class. School boards and instructors can jointly help parents to understand the challenges presented by the variety of students' needs in order to ensure that parents' expectations for the program are realistic.

Learning Styles

Students come to class with different learning styles. Some students learn best through the oral mode, while others have a preference for the visual, auditory, or kinaesthetic mode. In addition, children are influenced differently by the degree of structure in a lesson.

To allow each student to experience a degree of success in the language program, instructors should plan a variety of activities that will accommodate the different abilities, experiences, needs, and learning styles of the students in the class. Instructors should be encouraged to keep a profile folder for each student so that samples of student work can be gathered on an ongoing basis and the student's areas of strength and particular needs can be identified.

The factors that influence learning needs include the following:

- the instructor's expectations
- the physical surroundings (e.g., light, noise level, temperature)
- the time of day
- the amount of movement permitted
- the length of time spent on a task
- the pace of activities
- the types of learning materials being used
- the number of senses being employed simultaneously
- group size (e.g., whole class, small groups, pairs)
- the age and developmental level of the students

Differences in students' learning styles require instructors to be flexible in meeting individual and group needs and to plan lessons that incorporate a range of strategies. Activities should be designed to accommodate students' learning styles, build on their existing abilities, and strengthen areas where their skills may be underdeveloped. It is essential that instructors receive in-service training related to observing students, interpreting behaviour that indicates differences in learning styles, and applying this knowledge when planning and delivering lessons.

Program Development and Implementation

General Course Outlines

The responsibility for developing a general framework for the language program lies with the school board. For several reasons a school board may find it appropriate to co-operate with adjacent or coterminous boards in the development of an outline. Such joint development may both enlarge the pool of expertise available for planning purposes and increase student numbers sufficiently to make the offering of courses feasible. Joint planning will also ensure that the course offerings suit the needs of all the planning partners.

Although the ultimate responsibility for program development lies with the board, it is essential that the community be involved in order to develop a program that is appropriate to students' academic, linguistic, and cultural needs. This can be achieved through the use of a joint board-community committee that includes experts in curriculum development and language teaching. Ideally, community representatives on the committee would have some knowledge of educational methodology as well as of the language (or languages) to be offered, and the representatives of the board would have some knowledge of the language.

A general course outline for a language program should identify appropriate objectives and expectations with regard to language knowledge and linguistic skills for students in different age groups and at different levels of ability. Attention should be given in the outline to the skills of listening, speaking, reading, and writing, as well as to the appropriateness of the content to students' ages and levels of cultural understanding. The outline should provide clear direction to ensure that programs are consistent with the policies on sex equity and racial and ethnocultural equity of both the ministry and the local board. It should also specify procedures for the ongoing review and evaluation of the program and for student evaluation.

The general course outline will provide the basis for developing courses of study appropriate to local needs and to specific languages and cultures. Where some adaptation of the outline is required to suit specific needs, these can be planned by an adaptation committee consisting of representatives of the community and the board. This committee should include curriculum experts, language teaching experts, and community representatives who have an understanding of educational methodology, as well as parents and representatives of the various cultural groups using the language in the local community.

Lesson Plans

The course outline provides the basis for developing more detailed lesson plans. Language instructors and the program supervisor are jointly responsible for developing a long-term plan that defines the course content and identifies its overall objectives and measurable outcomes. Each instructor is then responsible for developing short-term plans for the correct sequencing of learning opportunities. Short-term plans should map short sections of the course, identifying short-term objectives and measurable outcomes, themes or content, activities, and resources.

Instructors must develop carefully thought-out daily lesson plans. In doing so, they should identify meaningful links between the objectives and content of each daily lesson plan and the objectives and content outlined in the short-term and long-term course plans. They should also plan for a range of activities that will provide listening, speaking, reading, writing, musical, and hands-on experiences for their students.

Instructors should plan to use a range of strategies to ensure a balance among learning opportunities that focus on structural knowledge (e.g., grammar), communicative skills, and cultural awareness. For example, a certain amount of repetition and rote learning is needed in language study. However, techniques that help students to consolidate their structural knowledge of a language are not necessarily the best means of helping them to develop their communicative skills and cultural understanding. Thus, language study and practice must be combined with language use for practical purposes in real situations if students are to develop the ability to communicate.

Active Learning

It is important that the approaches and techniques of language instructors be consistent with those used in the day-school program. Instructors need to be aware of the emphasis on active learning in the day-school program and the techniques commonly used to facilitate it.

A focus on active learning encourages students to become active participants in the learning process rather than passive observers. It allows them to become involved in the planning, carrying out, and evaluating of their learning experiences. Ideally, a balanced program of student-initiated and instructor-directed activities will be planned in a flexible room arrangement that allows students to work individually at some times, in small groups or as a whole class at others. An active-learning approach makes use of such techniques as grouping, co-operative learning, and the writing process.

Grouping

In seeking to provide a varied program to accommodate a range of student needs, abilities, and learning styles, instructors will find the use of grouping procedures helpful. Flexible grouping can enhance student learning when differences in age or language ability are not factors. It is also an obvious strategy to use when the students in a class are of different ages and levels of ability. Furthermore, the use of grouping is consistent with the emphasis on child-centred learning that characterizes the regular day-school program at the elementary level. Grouping may be used to:

- adapt the pace of learning and the level of difficulty to students' different levels of ability, age, and experience;
- foster students' self-esteem and independence by enabling them to take increased responsibility for their own learning;
- introduce new learning;
- enable students to practise and consolidate material recently introduced;
- give students opportunities to obtain additional practice in specific areas;
- enable students to apply learning in new contexts;
- extend students' learning;

— develop students' problem-solving abilities;
— free the instructor to work with individual students or small groups of students, while other students are involved in their own group tasks;
— increase students' opportunities to use their expressive skills;
— increase student-initiated communication in the target language;
— encourage the participation of students who hesitate to join in whole-class activities;
— increase interaction among students, as well as between students and the instructor, through peer coaching, the buddy system, and other interactive techniques;
— help students to improve their ability to work together co-operatively.

The instructor's decisions about grouping will be influenced by elements such as the following:
— the theme of the lesson
— the objectives for the lesson
— the nature of the activities planned
— the suitability of a particular type of grouping to a particular type of activity
— students' ages
— students' changing needs and interests
— students' ability to work effectively in a particular type of group
— the different levels of ability in the class

To use grouping effectively, instructors need to understand the purposes and capabilities of different types of groups. Depending on the instructor's objectives for the lesson, groups may be instructor-selected or student-selected and homogeneous or heterogeneous in terms of interest, age, ability, or language competence. Groups may be of different sizes, again depending on the nature of the group task. For example, students working in pairs can:
— review material or practise specific skills using the cue-response or question-and-answer method;
— edit and proofread one another's written work;
— develop role playing and practise dialogues.

Students working in small groups can:
— research topics or prepare assignments for presentation to the whole class;
— carry out assignments at different levels of difficulty based on the same materials;
— practise and apply new learning through oral exchanges or taped or written exercises;
— discuss topics related to the program and issues of interest to the group.

The use of grouping requires thoughtful planning. In effecting the transition from whole-class instruction to group work, instructors will need to:
— establish a supportive classroom environment;
— familiarize themselves with the class and their students' learning styles;
— plan the assignments for group work;
— outline clearly for students the procedures and steps to be followed in completing each assignment;
— discuss with students their roles and responsibilities as members of a group;
— provide appropriately prepared materials for group assignments;
— establish procedures for checking each student's progress during an assignment and for evaluating individual as well as group learning.

Co-operative Learning

The term "co-operative learning" refers to an instructional technique that utilizes small-group activities and incorporates the steps in the learning process (understanding, practice, experience, reflection) in an organized way.

Co-operative learning must involve the five features listed below.

- Students work in small (two to five students) heterogeneous groups.
- Tasks are designed so that group members are dependent on one another for success.
- All group members are accountable both as individuals and as members of the group.
- Social skills are taught and practised as part of the learning experience.
- Ample opportunity is provided for purposeful talk.

When using the co-operative learning technique in language study, it is important for instructors to be sure that students possess or can practise the communication skills required to enable them to complete assigned tasks successfully. Alternatively, these skills should be taught and practised as part of a preparatory stage.

The Writing Process

Writing helps students to develop their understanding as they discover what they know, organize ideas, clarify concepts, examine relationships, and select evidence to support various meanings and insights. In the approach to writing known as the writing process, students and the instructor

work together through several stages. The instructor is responsible for organizing time, space, and materials so that young writers feel secure in working at their writing.

The stages in the writing process include the following:

- the prewriting stage (a time for rehearsal)
- the composing stage
- the revising stage (a time for rewriting)
- the editing stage (a time for proofreading and correcting)
- the publishing stage (a time for producing the final, polished copy)

At any point in this process the writer may have discussions with his or her instructor or peers. Pieces of writing from the various stages are collected to provide a record that will enable the teacher and the student to see the growth in writing ability that takes place over the year.

Instructors may need in-service training to introduce them to the range of possible approaches to the writing process and to ensure that their techniques are consistent with those used by teachers in the day-school program.

The Learning Environment

Factors to Be Considered

Elementary students need a learning environment that combines variety and flexibility with structure. In seeking to achieve an appropriate balance among variety, flexibility, and structure, instructors need to consider a number of factors. Such factors include the composition of classes, supervision and discipline procedures, student motivation, use of space, and use of volunteers and other assistants.

The Composition of Classes

The instructor's management of the classroom and of students' learning is influenced by the composition of the class, which is, in turn, affected by the number of children seeking instruction in a particular language. Where numbers are large, children may be grouped in classes by division (Primary, Junior, Intermediate) or by age or even by both age and degree of fluency in the language of study. Where enrolment is small, classes will usually contain a greater range of ages and levels of ability.

Because the backgrounds, ages, and fluency levels of those enrolled may vary widely, the placement of students in classroom settings can be a very complex task. This placement should always be based on the individual student's needs and should take into consideration social and emotional needs as well as academic needs. It is essential that parents, community groups, instructors, and program administrators understand the rationale for placing students in particular classes.

In-School Management

Classroom routines and codes of behaviour work most effectively when they are developed co-operatively by all participants. Thus the administrators of both the language program and the host facility should work with instructors and the community to establish procedures for the use of the school. All possible uses of the school by language classes should be anticipated in developing these procedures. It is also important that the day-school staff be aware of and understand the expectations regarding behaviour that have been established for the language program. Ideally, representatives of the day-school staff will be invited to participate in the process of developing language program procedures and codes of behaviour.

The procedures developed should address such matters as the supervision of students before and after class, classroom housekeeping and safety routines, the classroom code of behaviour, and techniques for encouraging compliance with the code.

Before-Class Supervision

Instructors should:
- establish a clearly understood routine for students entering the building;
- ensure that students are well informed about the rules concerning their behaviour in the corridors and other parts of the school;
- ensure that students are well informed about the rules concerning their behaviour on entering the classroom;
- maintain a visible presence and actively supervise students who are on school property.

After-Class Supervision

Instructors need to establish dismissal procedures. When the class takes place outside regular school hours, these procedures should include:
- lining students up;
- escorting students to the assigned exit door;
- ensuring that all students have been met by the appropriate person before the instructor leaves;
- checking to ensure that the outside door is properly closed and that all students have left the building.

Classroom Housekeeping and Safety Routines

Instructors need to establish classroom routines or procedures for:
- the taking of attendance;
- the arrangement of furniture in the classroom;
- the sharpening of pencils;
- students' visits to the washroom;
- fire drills and other emergencies;
- the distribution and collection of student materials at the beginning and end of the class;
- the handing in of work by students;
- the movement of students within the classroom;
- the provision of extra help to students;
- the restoration of the room to its original state at the end of the class;
- the removal and storage of students' outdoor clothing (coats, boots, etc.).

The Classroom Code of Behaviour and Discipline Procedures

In the language program the responsibility for discipline and decisions relating to disciplinary matters inside and outside the classroom lies initially with the instructor. It is recommended that the instructor establish a code of behaviour for the classroom that is consistent with that followed within the day school and the day-school classroom. The code could be drawn up in consultation with students in order to give them a feeling of ownership and commitment towards its provisions. The code should be short and should be posted so that all students can see it and know what has been agreed on. The expectations for behaviour outlined in the code should also be communicated to parents. It is recommended that school boards work with community organizations to arrange for the translation of the code so that all parents can be informed of its contents.

Instructors needing advice about discipline may consult the school principal or the on-site supervisor of the language program. While behavioural problems may require discussion with students' parents, the involvement of other members of community organizations in decisions related to individual discipline is not recommended.

Instructors should be aware of the need to keep adequate documentation regarding any behavioural problems and the actions taken to deal with them. This documentation will be needed when a student's behaviour is being discussed with the supervisor/principal and parents.

Where discipline problems occur that may involve the removal of a student from the program, established board procedures must be followed. Parents should be informed about the nature of such procedures and should be notified before students are allowed to leave the school.

Classroom Management Techniques

To facilitate effective classroom management, instructors can ensure that lessons are well planned and that necessary equipment is available when the class begins; that activities are varied and carefully sequenced and paced; and that transitions from one activity to another are smoothly handled.

As well, instructors can employ a number of simple techniques to encourage students to adhere to the agreed-on code of behaviour and to follow the established classroom routines. For example, they can:

- establish routines for regulating the noise level and for attracting the attention of the class as a whole;
- give instructions clearly and explain what the consequences will be of following or not following those instructions;
- take time at the beginning of the program to ensure that students understand and remember the rules that have been established;
- ensure that they are aware of what is happening in all parts of the class in order to respond if necessary;
- give students frequent, immediate, and specific feedback, with an emphasis on the positive wherever possible;
- prepare students for any upcoming changes in pace or activity.

Instructors should be aware that they are role models and that the recognition of the dignity and worth of all is a significant part of effective classroom management.

The Classroom Climate and the Motivation of Students

The in-service training provided to instructors should ensure that their approach to classroom management is consistent with the types of strategies used in the regular day-school program. Instructors should be encouraged and helped to develop a repertoire of motivational techniques and teaching styles appropriate to the different ages, levels of language competence, and abilities of the students in the class. They should also be made aware of some general precepts for creating a positive classroom climate. These might include the following:

- greeting students at the beginning of each class
- presenting material enthusiastically
- speaking clearly and audibly
- listening actively to students' ideas and being aware of their feelings and interests
- showing confidence in students' ability to learn
- using praise and positive reinforcement
- attending to students' strengths in determining strategies for helping them progress
- writing or printing legibly and large enough for all students to see
- noticing and reinforcing good behaviour immediately
- dealing with misbehaviour on an individual basis in a manner that does not disrupt the class
- ensuring that the consequences for misbehaviour are in harmony with the code of behaviour
- developing techniques for assessing whether students have understood the material and being prepared to review it if necessary
- varying the pace of lessons appropriately
- being sensitive to the mood of the class and prepared to vary the lesson if necessary to adapt to different moods

Additional suggestions for establishing a favourable classroom environment and for motivating students are provided elsewhere in this document. See especially the suggestions in the following sections or subsections: "Language Instructors" on page 14, "The Learner and the Program" on page 19, and "Program Development and Implementation" on page 21.

The Use of Space

In the School

Language classes require classroom accommodation that is equivalent in quality and spaciousness to that provided for classes in the regular day-school program. The space provided should be appropriate to the age and size of the students in the program and should be the same from week to week so that students can become familiar with and secure in their surroundings.

On occasion, language classes may need access to other facilities within the school (e.g., the gymnasium, the library). Principals should provide instructors with information about how to arrange for the use of space and resources throughout the school building.

In the Classroom

Storage space. Where a space is shared with a class in the day-school program, storage space for the language class may be limited. In such cases secure storage should be provided elsewhere in the building.

Display space. Language classes should be provided with their own permanent display space whenever possible. Day-school administrators and staff should be aware of the importance of making such space available.

Use of space for grouping. In facilitating active learning, instructors will need to arrange the classroom to accommodate a variety of activities and groupings. In the early stages of the program, while instructors are getting to know their students, they may find it useful to establish a fixed seating plan. Later, when instructors and students have begun to develop a mutual understanding and rapport, instructors may wish to introduce a variety of grouping arrangements. Furniture may be arranged at different times to facilitate whole-class instruction, independent learning, work in pairs, small-group work, or a combination of groupings. Where instructors are sharing space with a day-school class, they should ensure that the classroom arrangement left by the day-school teacher is restored once the language class has been completed.

The Supervision of Students

Instructors, like teachers in the day-school program, are responsible for the safety and well-being of their students both inside and outside the classroom for the full duration of the program. Thus, instructors must be in the classroom to ensure that students are supervised at all times. When the program includes more than one class, the responsibilities and areas of supervision of each instructor should be defined and a schedule drawn up to ensure that supervisory responsibilities are equitably shared. Instructors must also be present to supervise students when non-classroom areas of the program site are being used.

The Use of Volunteers and Paid Assistants

Volunteers can provide invaluable assistance by organizing special events, acting as resource persons, or providing administrative and supervisory assistance. They should be involved only with the knowledge and approval of the principal or on-site administrator. Their recruitment, placement, briefing, and supervision should be undertaken with the participation of the principal or language program administrator, the instructors, and any parents' group.

Instructors should ensure that volunteers understand and are prepared to support the philosophy of the program, that they are familiar with and comply with the established classroom code of behaviour and routines, and that they are aware of the fact that they are making a commitment for an agreed-on length of time when they offer their assistance. Volunteers may:

- act as storytellers, career role models, or resource persons for cultural activities;
- help to organize special school functions, such as concerts, parents' nights, field trips, or other events connected to the language program;
- participate in a parent-instructor committee;
- assist as monitors in such areas as the hall, the lunchroom, the schoolyard, and the parking lot;
- assist in preparing and reproducing classroom materials;
- assist in office duties connected to the language program;
- assist with small-group activities that focus on special projects such as choir, drama, or dance.

Volunteers may also work in the classroom, under the direction of the instructor, to:

- tutor individual students with special needs;
- contribute to discussion groups;
- read with small groups;
- make available any special skills they may have in such cultural areas as music, dance, sports, or art.

Paid assistants for instructors can also make valuable contributions to the language program. In many cases they are recruited through and paid for by the community. Their roles and responsibilities are usually similar to those of volunteers. As with volunteers, the principal or the on-site administrator is responsible for instructors' assistants, regardless of who employs them.

Learning Resources

Types of Resources

Instructors will want to include both material and human resources in the program. Material resources may be of two main types:

- items that are not specifically geared to language learning but that can be used as vehicles for language instruction (e.g., flannel boards, storybooks, games, dice, print and audio-visual materials, radio and TV programs, videotapes, newspapers and magazines, advertisements). For the most part instructors are responsible for selecting these resources to support a particular lesson or activity;
- textbooks and other materials specifically designed to be used for language learning. These should be selected through a process of review and evaluation initiated by the board in partnership with the community.

Evaluation of Resources

School boards are responsible for evaluating and selecting materials and should establish a procedure or mechanism for doing so. In many cases this can be accomplished through an evaluation committee that includes community representatives. Boards may already have on staff individuals experienced in the selection of materials who can act as consultants to the committee, while there are often members of the target-language community who have a background in education as well as a knowledge of the language. It is essential that the people responsible for the evaluation of materials have a background in both education and the target language.

Criteria will have to be developed for the evaluation and selection of learning materials, and instructors will have to be informed about these criteria. (Such information may in fact affect how instructors make use of the materials.) Instructors should also be made aware of the existing policies

of the school board with respect to such issues as sex equity, racial and ethnocultural equity, and education about religion, and should take these policies into consideration when gathering supplementary materials for use in class.

The following factors should be considered in developing the selection criteria for resource materials:

- *Appropriateness to the academic circumstances.* Ideally, resources will be developed in Canada for students learning the language for two and one-half hours a week. Wherever possible, materials should reflect — and should encourage students to explore — the experiences of the linguistic community within the Canadian context. Thus, materials developed outside Canada for environments in which the language of study is also the dominant community language are unlikely to be appropriate. Such material, if used, will need to be adapted to the Canadian context.
- *Congruence with ministry, board, and school philosophy and policy.* Resources should support the educational policies to which the ministry, the local board, and the school are committed. Materials should be carefully examined to ensure that they are free from visual and verbal stereotyping and bias with respect to sex, race, ethnocultural background, socio-economic background, age, and religious or political affiliation. For example, some materials may reflect stereotyped roles for men and women in the culture in which the language of study predominates. The use of such resources in the language classroom will place instructors in an awkward position. Instructors are committed to making their students aware of the expectations in Ontario with respect to these issues, but to do so without appearing to disparage the values of the culture being studied might be difficult. Materials should also be evaluated for their ability to promote active learning.
- *Accuracy of content.* Information in resource materials should be assessed on an ongoing basis for factual correctness.
- *Familiarity and relevance.* Although the exposure to unfamiliar material can extend students' learning, such material can also inhibit their learning if it is too remote from their experience. Thus, materials should be examined to determine how readily the examples used in them can be applied to the Canadian context and how relevant they are to contemporary society. Some materials may be dated in their methodology, information, examples, or attitudes. Those reviewing materials will need to determine whether and to what extent such resources can be useful.
- *Visual appeal.* To be motivational and effective, materials must be inviting in appearance.

Development of Resources

Boards may decide to develop their own learning materials to ensure that resources are appropriate to the age, ability, and language competence of students in their programs, to provide materials that reflect the Canadian experience of students from different backgrounds, and to meet other needs reflected in the criteria for judging the suitability of resources. They can use the criteria and process for evaluating materials outlined above to assess their resource needs as a preliminary to deciding what type of materials to develop. The procedures used to develop general curriculum guidelines may be adapted for use in resource development. Co-operation between boards and community representatives is strongly recommended and will facilitate the development of resources.

Communities may wish to develop their own materials independently of boards. Where this is the case, it is important that communities be aware of the local board's criteria for resource selection and its curriculum guidelines, as well as the pedagogical expectations of the day school, since all independently produced materials must be consistent with these criteria, guidelines, and expectations.

Materials developed by boards may include resources for students and instructors, such as textbooks that focus on the linguistic content set out in the course outline and anthologies with accompanying exercises. However, the use of any copyrighted material should be consistent with copyright laws. Boards may also wish to develop a parents' resource guide that offers suggestions for reinforcing children's learning at home.

In order to meet their students' needs, instructors must find inventive and resourceful ways of augmenting materials that have been commercially produced or that have been developed by boards and communities. Materials such as workbooks, games, tapes, and clippings from newspapers and magazines can be used to enhance language classes. Such resources may be collated by topic or theme and can be shared with other instructors within a school board or with instructors of a coterminous board who are providing instruction in the same language.

Since instructors are likely to feel a sense of ownership towards materials that they have developed themselves, program administrators of school boards should encourage them to develop their own collections of resources. School boards should also make their expertise and facilities available to instructors to assist them in the task of resource development.

Acknowledgements

The Ministry of Education wishes to acknowledge the contributions of the following persons who participated in the development of this resource document. The affiliations given are those that applied at the time of participation.

The ministry also wishes to express its appreciation to school boards, schools, and individual educators who contributed advice and ideas to the development of the document.

Ministry of Education Co-ordinators

Michel Broschart, Centre for Early Childhood and Elementary Education

Helene Ijaz, Community Education and Outreach Branch

Hugh McKeown, Centre for Early Childhood and Elementary Education

Anthony Succi, Curriculum Policy Development Branch

Writing Committee

Alberto Di Giovanni, Canadian Centre for Italian Culture and Education

Jane Gibson, East York Board of Education

Ian Grant, Ottawa Board of Education

Hugh McKeown, Centre for Early Childhood and Elementary Education

Anthony Succi, Curriculum Policy Development Branch

John Tullo, City of York Board of Education

Michaelis Vitopoulos, Hellenic Federation of Ontario

Advisory Committee

Chris Antoniou, Board of Education for the City of Toronto

Ken Barrett, Hamilton-Wentworth Roman Catholic Separate School Board

Mary Bawden, Ontario Federation of Home and School Associations, London, Ontario

Asha Bidani, Board of Education for the City of Etobicoke

John Bird, Lakehead District Roman Catholic Separate School Board

Jim Cummins, Ontario Institute for Studies in Education

Maria Di Ioia, Metropolitan Separate School Board

Marcela Duran, Faculty of Education, York University

Adrienne Game, Ottawa Roman Catholic Separate School Board

Ken Gould, Board of Education for the City of North York

Erhard Hoffman, Council of Ontario Communities, Toronto, Ontario

Helene Ijaz, York Region Roman Catholic Separate School Board

Jacqueline Jean-Baptiste, Conseil des écoles françaises de la communauté urbaine de Toronto

Catherine Keating, York Region Board of Education

Edwina Lehan, Board of Education for the City of Toronto

May Luke, Ottawa Board of Education

Betty Mackey, Federation of Catholic Parent-Teacher Associations of Ontario, Clearwater, Ontario

Helen Mitchell, Centre for Secondary and Adult Education

Jeanne Mongenais, Windsor Roman Catholic Separate School Board

Ruth Oldham, Ontario Federation of Home and School Associations, Hamilton, Ontario

Mario Pasta, Metropolitan Separate School Board

Agnes Potts, National Congress of Italo-Canadians

Joe Ricci, Dufferin-Peel Roman Catholic Separate School Board

Bill Roach, Dufferin-Peel Roman Catholic Separate School Board

Terry Ryan, York Region Roman Catholic Separate School Board

Wilf Scott, Halton Board of Education

Dasharathal Shah, York Region Board of Education; Federation of Gujerati Associations of Ontario

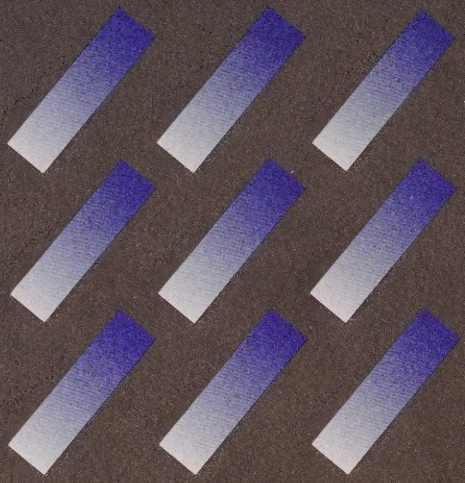
Tony Silipo, Board of Education for the City of Toronto

Irene Stocic, Board of Education for the City of Toronto

Bette Turner, Ontario Federation of Home and School Associations, Windsor, Ontario

Margaret Willett, Board of Education for the City of Hamilton; Ontario Association of Junior Educators

Abboud Ziadé, Durham Region Board of Education



Printed on recycled paper
ISBN 0-7729-8469-7
91-050
© Queen's Printer for Ontario, 1991